DOCUMENT RESUME

ED 163 926 IR 006 467

AUTHOR	Herlig, Richard K.
TITLE	The Eleventh National Dissemination Conference. A Report.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 78
CONTRACT	400-76-0075
NOTE	20p.; For related documents, see ED 136 784, ED 143 308, ED 143 334-335, and ED 146 939-940
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Conference Reports; *Education; Federal Legislation; *Federal Programs; Federal State Relationship; Financial Support; Handicapped Students; *Information Dissemination; Information Networks; *State Programs; Vocational Education
IDENTIFIERS	Educational Resources Information Center

ABSTRACT

The eleventh conference of state education agency (SEA) dissemination representatives on state and federal education dissemination programs was held in Arlington, Virginia, in June 1978. Dissemination efforts of selected federal education programs were discussed, including the Office of Education's (OE) Teacher Center program, Title IV, a state administered formula program funded on the basis of the 5-17 year old population of each state; OE's vocational education efforts, e.g., the Vocational Education Act of 1963 and its 1976 amendments; the ERIC Clearinghouse on Adult, Career, and Vocational Education; and Public Law 94-142 on education of the handicapped. Basic components of state dissemination programs--the coordination, state file building, linkage systems, and basic and ideal elements in SEA resource bases--were also discussed. The reorganization of NIE and an overview of four of its programs--the State Capacity Building Program, the Research and Development Utilization program, the Research and Development Exchange, and ERIC--were also covered. An overview of new directions of selected OE dissemination programs included discussions of the National Diffusion Network and OE regional offices. (MBR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163926

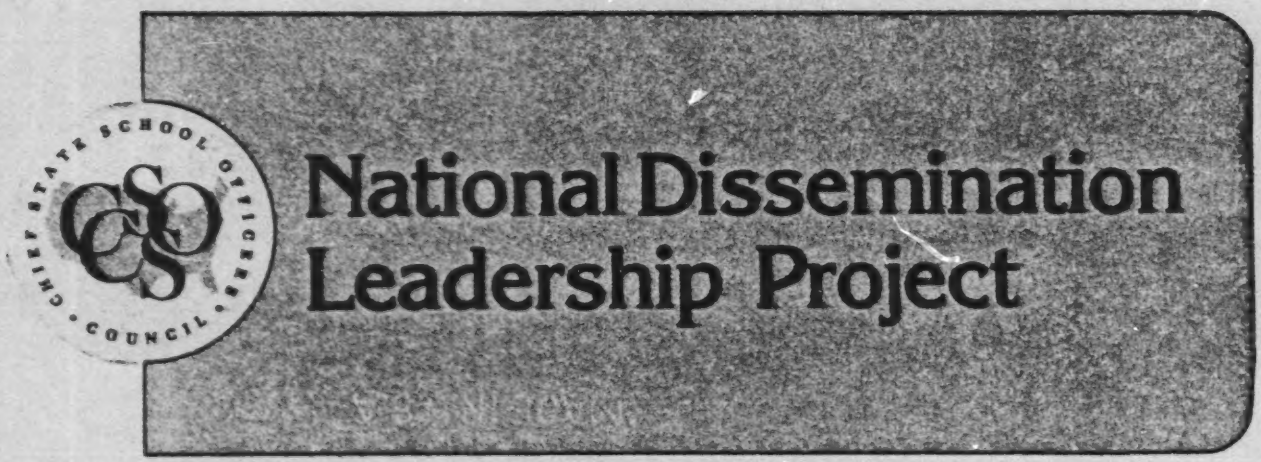
IR

THE ELEVENTH NATIONAL DISSEMINATION CONFERENCE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A REPORT



IR006467

2

JUNE 1978

RICHARD K. HERLIG

The purposes of the 10th National Dissemination Conference are stated below:

To inform conferees of the dissemination and training requirements of selected federal programs

To allow conferees to share ideas with other SEA dissemination people on basic program components

To stress to conferees the role of the SEA in dissemination

To inform conferees about the reorganized focus of NIE

To give conferees an overview of the new directions of selected NIE dissemination programs

To give conferees an overview of the new directions of selected OE dissemination programs

To inform conferees of the latest on the proposed Department of Education

To provide for conferee input to a position statement on dissemination for the SEA

The work presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

CCSSO (NIE 400-76-0075)

DISCRIMINATION PROHIBITED—No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

INTRODUCTION

The eleventh National Dissemination Conference of state education agency (SEA) dissemination representatives was held in Arlington, Virginia, in June 1978.

During these 11 years, much has happened in the area of dissemination. ERIC has come into its own as a national center for information exchange. The National Diffusion Network is operational in most states. The Research and Development exchange, involving State Departments of Education and regional labs and centers, is operating in most states. The R&D Utilization program is providing data on linking resources to educators.

More recently, new legislation and regulations have included specific dissemination and training requirements: The Education for the Handicapped Act (Public Law 94-142) specified program adoption and personnel preparation; Vocational Education Legislation provided the opportunity to employ disseminators and established the Center for Research in Vocational Education, with its dissemination and utilization function. The Teacher Centers include a dissemination and technical assistance function. The Office of Education regional offices have a new dissemination mandate.

These new thrusts represent obvious needs. There is other unmistakable evidence that much needs to be done. Most state departments of education have begun programs of dissemination, but their efforts are neither highly visible nor readily accepted. As a result, educational products and research information developed

during the past 20 years remain unavailable to or unused by local administrators and teachers. If products of educational research and innovative practices are to be put to their best use to improve education, educational disseminators have a lot of work ahead.

Colorado Commissioner of Education Calvin Frazier opened the conference with remarks centered around California's Proposition 13 as a reaction to the establishment in general and to schools in particular; and the tuition tax credit as a discouragement with public education. "There are many positive things in education the public is just not listening to," he stated. Local, state and federal people must work together to improve the climate of education and to make certain our goals are achieved. "There is a federal role in education to enhance state leadership," he said.

Frazier emphasized the role of dissemination and stressed some things that have yet to happen to increase awareness of the potential of dissemination. In order for research, development, and dissemination to be productive, the local school regularly must judge the quality of the product and operation of that school. "A school profile of quality that judges more than basic skills, involves more than teachers, and includes more than the use of standardized testing is needed," he stated. Frazier expressed disappointment that some labs and centers have had to do needs assessment in the states. "The state should do the sensing of educational needs -- not labs and centers," he said.

Further, if dissemination is to be enhanced, policymakers and chief administrators must recognize the dissemination process as a tool they can use. Many of them see it as a teacher-centered system of information and materials, and not for decisionmakers.

Frazier offered the following recommendations: First, NIE and OE need to take a major leadership responsibility. We need a task force that brings together Chief State School Officers and people in higher education, OE, NIE, and dissemination to sit down and ask,

"Instead of solving the problems of dissemination and R&D in isolation, how do we tie all this together so that it makes sense?" "NIE and OE must provide the leadership for this to happen," Frazier stressed. Second, we have to put networks and exchanges together. Next, each state must assume a greater responsibility for tying dissemination to the greater system for planning and change. Fourth, dissemination efforts need to be tied more systematically to the work of the seventeen labs and centers. Finally, higher education should be drawn into SEA dissemination efforts.

Frazier summarized by saying he is optimistic. "I feel you people are on the verge of dealing with the really significant problems some of the rest of us are not involved in. You must extend your mental powers to look at how we form this broader system in which dissemination fits... Until that happens you are dealing with the smaller issues." He closed by saying that to a degree the efforts of dissemination have triggered an examination of how the education community makes decisions, establishes priorities, and evaluates its progress and its needs. "Help us ask the big questions."

FEDERAL PROGRAMS

One purpose of the conference was to acquaint dissemination representatives, especially those new to the field, with the dissemination requirements of selected federal programs.

Teacher Centers

When it was determined in the early 1970s that approximately 80% of the teachers in the classrooms would be there for more than 10 years, the decision was made to focus on inservice education rather than preservice training. The teacher center was designed to meet this need; the idea was pilot tested in four states before legislation was written. The present funding level is $8 million. Eight hundred proposals have been submitted, and it is anticipated that approximately 57 projects in 33 states will be funded.

Alan Schmeider of OEs Teacher Center program, in his presentation to the conference, noted that although state education agencies cannot apply for teacher centers, they do have a significant role in the program. SEAs review proposals, recommend them to federal program officers, and retain 10% of the project funds to provide technical assistance and dissemination services to the project. This year, with the Center in each state receiving approximately $150,000, the SEA has approximately $15,000 for technical assistance and dissemination. Proposed new program directions project a $250,000 minimum for each state, giving the SEA $25,000.

In closing, Schmeider said,"You can give us best advice on how to coordinate the state liaison."

Title IV

Ed Battiste, of OE's State Educational Assistance Programs, brought to the conference some new concepts in Title IV, a state-administered formula program funded on the basis of the 5- to 17-year old population in the state. The state education agency submits an annual program plan to federal program officers. The state can retain 15% of the funds for strengthening the SEA.

Title IVc funds exemplary programs. Each state has discretion in establishing these developmental projects. "The state education agencies are developing some very good programs," Battiste noted, and "Title IVc can provide funds for adoption."

"I am impressed with the way some SEAs are validating programs," Battiste said. He expressed hope that certain validation standards can be agreed upon so that programs can be exchanged, adding that "this would be in addition to the National Diffusion Network."

Congress is considering some changes in the Title IV legislation. One version would provide funds for model plans for improving school management so the needs of all students can be met. "In exemplary programs," Battiste noted, "the local education agency must make a commitment to try to continue the project after funding is withdrawn."

Vocational Education

Howard Hjelm, of OE's Vocational Education Research and Development Division, gave an overview of their program. The Vocational Education Act of 1963 provided the basis for establishing research and development in vocational education. Grants for the development of research coordinating units (RCUs) were awarded to 44 states (26 RCUs to be established in SEAs, the others in universities). The National Vocational R&D Center was established at Ohio State University. A manual, "A Guide for State Vocational and Technical Education Information Dissemination Systems," tied these vocational programs together.

The ERIC Clearinghouse for Vocational Education was established at Ohio State University. Two publications, AIM (Abstracts of Instructional Material) and ARM (Abstracts of Research Material), were set up to include documents ERIC could not handle because of the large volume. The ERIC Clearinghouse also published "Projects in Progress" to keep states informed about programs and materials in progress.

The 1976 amendments to the Vocational Education Act permit states to conduct applied research and experimental development, develop curriculum materials, and conduct training, development and evaluation. The legislation specifically states that funds can be used to employ persons to act as disseminators. "This is the first time vocational education has recognized there is a real need to get programs off the shelf," noted speaker Larry Braaten of OE's Vocational Education, Research and Demonstration division.

In the past, states could fund grants to local districts and others for curriculum development. The new legislation requires states to issue contracts for these activities. Further, said Braaten, "the legislation permits vocational education to explore

and convert to general use the vast instructional materials of the military." It also provides for a coordination committee on vocational education research, to include NIE and the Commissioner's office and the post-secondary group.

Education of the Handicapped (P.L. 94-142)

The regulations of P.L. 94-142 include the statutory requirement that a free appropriate public education must be made available to all handicapped children ages 3-18 by September 1, 1978, and to all handicapped children ages 3-21 by September 1, 1980. The provision does not apply to handicapped children ages 3-5 and 18-21 if it conflicts with state law, state practice, or the order of any court. Thus, in effect, each state must serve handicapped children within its mandated age range, but the bottom line for every state is ages 6 through 17. Handicapped children in the 3-5 years and 18-21 years ranges must be served to the same extent that nonhandicapped children of these ages are served.

The regulations also require physical education to be made available to every handicapped child who is receiving a free appropriate public education. The child must participate in the regular program of physical education or in a specially designed program.

The individualized educational program (IEP) is the key provision in the law and regulations. The IEP is defined as a written statement for a handicapped child, developed in a meeting that includes a representative of the agency, the parent, the teacher and, where appropriate, the child.

The provision regarding a least restrictive environment states that procedures must be established to ensure that, to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.

P.L. 94-142 is not discrete unto itself; but provides extensive amendments to Part B of the Education of the Handicapped Act. (Part B is a formula grant program that provides financial aid to

state and local education agencies to assist them in the education of handicapped children.) In spite of the attention it has received, most of the provisions in the law are not new. Such requirements as due process, child find, least restrictive environment, nondiscriminatory testing, and others were first passed under P.L. 93-380 (Education Amendments of 1974) and subsequently incorporated into P.L. 94-142. In some cases, the provisions were incorporated verbatim; in others, they were greatly expanded.

"P.L. 94-142 put severely and profoundly handicapped students in the realm of public education," said speaker Judy Smith, who is with the Teacher Education/Special Education Project funded by BEH. She went on to explain how the Bureau of Education for the Handicapped (BEH) has a mandate to get P.L. 94-142 in effect. The Bureau has the division of Innovation and Development, Media Services, Personnal Preparation and Assistance to States. In addition, there are 16 regional resource centers supported by BEH.

"P.L. 94-142 does have specific dissemination and training requirements," Smith said. These include making people aware of information and practices, training designed to enable the establishment of innovative programs and practices, and the use of instructional material for personnel development. Each state plan must provide for the identification of state, local, and regional resources (human and material) that will assist in meeting the state's personnel preparation needs. The state also must provide a system to promote the consideration of proven educational practices and materials.

"You (dissemination representatives) are not very well known by special ed people in the field," Smith said. "Get to know your state director of special education and other key people in your states," she suggested.

COMPONENTS OF STATE DISSEMINATION PROGRAMS

Three half-hour sessions gave conferees a chance to share with other SEA dissemination people ideas about four basic components of a state dissemination program. These sessions were repeated so conferees could attend more than one.

Coordination

Discussion of coordination of SEA dissemination centers focused on the degree of management within the centers. Norm Sims of Kentucky, where the program is strongly centralized by function, believes that "a dissemination, critical mass, is necessary for success - strong leadership and a resource base that is better than adequate." Florida's Capacity Building Project is less centralized and involves more voluntary cooperative effort. According to Mike Kuhn, session co-leader, "it serves as a linkage with other dissemination efforts in the agency."

Each state program will be different because of the varied nature of SEA activities, participants agreed that some sort of centralized program coordination is necessary for program strength and success. This requires strong support from SEA leadership, an adequate resource base for internal bargaining, and a general project plan consistently applied.

State Files

The sessions on state file building were led by Pat Martin of the Texas Education Agency and Rod Barth of the Illinois Office of Education. Discussions focused on the alternatives that lead to decisions about file development. The contents of the state file, whether it is automated, and how it is evaluated, depend on circumstances in the state and whom the file is to serve.

Linkage Systems

Al Evans of South Carolina and Sondra Cooney of Rhode Island

led the sessions on SEA linkage systems. Discussions focused on linkers -- their qualifications and training and their interaction with SEA consultants -- and the impact of linkage on schools, classrooms, and students.

SEAs need to know what qualifications, other than interpersonal communications skills, linkers need. They also need guidelines concerning the ratio of linkers to clients and the size of the resource base.

Participants agreed that, lacking capacity to develop training on their own, SEAs need training packages they can adopt and customize for onsite training. With fiscal resources shrinking, they need better, more efficient methods for coordinating linkers and resources.

The pressures on linkers, whose role and function are not adequately defined, are great. SEAs can help by showing that linkage does make a difference in schools and classrooms.

Resource Base

Co-leaders Nancy Flott of Kansas and Joan Miller of New York asked participants in this session to brainstorm a list of "basic" and "ideal" elements in the resource base. One participant noted that a plan for dissemination of services/resources is a must. ERIC is "basic", but the ideal resource base must have access to all library-type facilities and services. Human linkage between agents at all levels who are trained in both process and product and clients at the building level is essential.

NATIONAL INSTITUTE OF EDUCATION

Patricia Graham of NIE spoke to the conference about the reorganization of NIE. She noted that while NIE once had eight programatic units, it now has three: teaching and learning; educational policy and organization; and dissemination and the improvement of

practice. The new unit that replaces the former Dissemination Resources Group (DRG) contains some new people and some new functions, but, most importantly, it represents a new thrust. "That new thrust is that the point of dissemination is to improve practice," said Graham. "That is hard. That is very hard," she added. "It is much easier to say that this is a research activity and send out research memorandum. The real effort in this country is to make educational practice get better as a result of what we have learned about education. This activity ranks high at NIE."

The new dissemination unit contains three major divisions. One deals with information resources, including ERIC and the National Library of Education. "In the past," noted Graham, "we tended to think information alone would do the job. Information is a necessary but not sufficient condition for improved practice."

"The second way we are organizing our dissemination effort is to talk about regionality," said Graham. "Regionality may be a common unifying element. We will be exploring various kinds of regional programs in which we can bring together researchers and practitioners to talk about educational problems and hopefully learn from each other. Too often we seem to think the researcher is there to teach the practitioner. We think learning can go both directions. Some of the regional labs that have an interest in dissemination may provide a focus for those activities."

The third division in the dissemination unit is research and educational practice. "We do not have a single panacea for improving educational practice through research. We have to explore alternative models on how it is that we can improve practice with research, and therefore we are going to do a little research on this process itself. We are going to work on the R&D system.... to get some handle on what the useful models are, on how we can transfer research knowledge into practice. Many think that the hard science model is not appropriate for education.... We feel that we have to find something better, but we don't know just what that will be."

Graham concluded by expressing NIE's hope that relations with the states will not be limited to these activities. "Both the teaching and learning and the educational policy and organizational groups are vitally concerned about state activities, and they will be addressing particular issues that are of particular interest to the states."

Senta Raizen of NIE introduced the other NIE programs by giving an overview of dissemination activities. "Fiscal 79 will be a holding operation," she said. "The $23 million level will be the same as this year." There will be a slow planned growth for dissemination in 1980, however. Raizen mentioned some new activities at NIE, including equal educational opportunity, women and minorities in R&D, improvement of educational practice, and responsiveness to field-determined problems.

State Capacity Building Program

The State Capacity Building Program, the crux of NIE's effort to improve state dissemination programs, is based on a recognition that state education agencies are in the key position to disseminate information and products to local school districts. More than half of the states have received capacity building grants since the program began in 1975.

The capacity building program has been well received because it gives states considerable flexibility in designing and implementing their programs. NIE has not imposed a dissemination strategy on states, but rather has recognized that each has unique needs and capabilities. Capacity building grants can be renewed for 3-5 years, giving states time to develop a program and create a visible demand for the service. The intention is that the program then will become a regular part of the SEA's activities.

The capacity building program also has leadership and evaluation components. Data is now being collected for evaluating capacity building projects. The technical assistance activity has been ex-

panded and includes an advisory group.

There has been much discussion about the state leadership activity. Help has been sought from the NDLP steering committee and Chief State School Officers. That RFP should be out soon.

An expanded nationwide effort will be funded later. Because they are a primary part of the dissemination scene, SEAs will be invited to join in that activity. "But there are also other major actors in dissemination, including professional associations, institutions of higher education, and large urban school systems," Coulson added.

Research and Development Utilization

The Research and Development Utilization (RDU) program is another of NIE's recent dissemination initiatives. In fiscal 1977, RDU made seven awards -- four to SEAs and three to regional education agencies. The program has two primary purposes -- to understand and better use research knowledge as it applies to schools and to help solve specific problems in basic skills and career education. The program seeks not only to apply dissemination to solving vital problems, but also to understand better the process of disseminating educational research.

"The RDU has some big differences from other dissemination programs," said Tom Israel of NIE. "The RDU is an action research effort: It provides for greater depth of intervention; it provides a wide array of R&D products; and it emphasizes the linkage systems."

Israel noted that the RDU program supports more than 100 linking agents, 30 of whom are full time. Their role is perceived differently by different groups. Project people, according to Israel, view linkers as people who are supposed to influence the client; their role is active manager in a comprehensive change process. School district staff see the linker's task as one of coordinating, keeping things on track while giving them a choice and a chance to play out ideas. Linkers view their role as process helper, or or-

ganizational development strategist. Regardless of these differing views, "the linker's role is to build capacity -- not to stir things up," asserted Israel.

Israel emphasized that research efforts are attempting to pinpoint the characteristics of successful linkers and the training activities linkers have found most useful. "The process is as important as the product," he concluded.

Research Development Exchange

The Research and Development Exchange (RDx) represents a federal effort to bring the worlds of educational research and school practice together. It is operated by a consortium of regional educational laboratories and a university-based R&D center.

Researchers and developers communicate the results of their work to educational practitioners, who in turn use the RDx to make their needs known to researchers, developers, and policymakers. Thus, the RDx encourages practitioners to influence future R&D programs while it informs them of available R&D. "The RDx is not a product pusher," said Ed Ellis of NIE in his presentation to the conference. "It is an exchange of information -- a two-way exchange."

Ellis was adamant about the relationship between the RDx and state education agencies. "We do not bypass the SEA and go to the intermediate units or local school districts unless we get the OK of the Chief State School Officer," he said.

Ellis stressed the need for pertinent information: "If you are an expert in an area now, just wait -- you may not be long. Things are changing fast."

ERIC

Charles Hoover of NIE opened his remarks about ERIC (Educational Resources Information Center) by reminding the conference that ERIC was the first major educational dissemination program. Then he

talked about new happenings in ERIC. "We have two file development projects," he said, "an educational practice file and a legal policy file."

He reviewed the evaluation studies that are underway for NIE. One study is determining the usage of ERIC. "We do not have enough good information about the use of ERIC products and services," said Hoover. ERIC also is studying acquisitions and policy and futures.

Improvements of ERIC are scheduled. A study by the Bureau of Standards will look at technologies available to ERIC, including the use of mini and maxi computers and word processing. New microfiche products are being considered. And there is an ongoing vocabulary improvement program.

Hoover closed by revealing some "wishes". "I would like to see more foreign documents in ERIC, and more access and awareness," he said. "And finally, I would like to have ERIC in the hands of every teacher."

OFFICE OF EDUCATION

Another portion of the conference was devoted to giving conferees an overview of new directions of selected OE dissemination programs.

National Diffusion Network

Established by OE in 1974, the National Diffusion Network (NDN) is a coordinated system for helping school districts adopt exemplary programs. It is a complete diffusion system -- from validation of exemplary programs to actual adoption -- but it is strictly a product-oriented approach to dissemination. Usually the products are innovations previously funded by federal Title III or Title IVc grants.

The NDN process begins when innovative products or practices are submitted to a federal Joint Dissemination Review Panel. Originators of approved projects can apply for "developer/demonstrator" grants from NDN, which allow developers to provide materials, training, and

demonstrations to others interested in the projects. A second type of grant, often received by state or regional education agencies, enables "facilitators" to link developers and interested school districts. Typically, a facilitator could prepare and distribute brochures or catalogs of exemplary projects in the NDN system. Or a facilitator could organize an "education fair," where educators can get a first hand look at various projects and talk to developers. NDN also gives out "adoption grants" to help defray the costs of adopting new programs. To avoid the obvious financial incentive for districts to adopt NDN products, these adoption grants recently have been incorporated into the state facilitator grants.

Lee Wickline of OE's Division of Replication reported that during the past year or so, the National Diffusion Network has worked well. There have been 40 to 50 program adoptions in urban areas. "Our special effort with Title I and migrant areas had the goal of 300 adoptions this year -- we expect 400-500."

"This year," Wickline reported, "we have received proposals from all 50 states and are negotiating these now. Even though funds are down, we are hoping to maintain the program and include all states. FY 79 funds are looking better. I am hopeful we will get $8.5 million."

As for the future, Wickline suggested NDN could fund special facilitators for urban areas. "We should identify gaps in the system and get some weak areas, such as the arts and social studies, into the system," he asserted.

"The NDN is a very exciting activity," concluded Wickline. "We are beginning to develop some linkages with other dissemination activities that are being conducted in the states. We have some good examples of very close coordination, and I see the way people are working together as they get to know one another. I have a feeling that the years ahead will see you (SEA dissemination representatives) and the National Diffusion Network working much more closely together."

Regional Offices

Bill McLaughlin, the Office of Education Regional Liaison, spoke to conferees about the reorganization of OE regional offices, which has reduced the number of education positions from 466 to 180. There are two major areas in the new organization. One is the educational services side, "which I have looked at as a problem solving, trouble shooting part of this organizational design," said McLaughlin. "On the other side of the chart will be the dissemination services group. In each of the 10 regional offices we will have 4 to 6 people working in the dissemination activity. That is a small staff, but with training and intensive communication with people like you, we think some of these things can become effective and result in improved educational practice. Those in that dissemination arena will be working across the educational division."

McLaughlin concluded by noting that interest in the area of dissemination is increasing. "With the passing of Proposition 13 in California, there is going to be a lot more pressure to do a lot more with information exchange in the country, and to say what is working, what are promising practices, who's doing what. Those of you who have these responsibilities at the state level will be under tremendous pressure to sort out. We hope to join you in that process."

John Adams, director of federal/state liaison for the Council of Chief State School Officers, concluded this portion of the conference with remarks about the prospects for a U.S. Department of Education.

"The idea of a separate department of education has floated around the halls of Congress but has never been looked on very seriously," he noted. "But with the election of Jimmy Carter, things changed." This is the first time in history a president has taken a position favoring a separate department of education. In the past, Senators Humphrey and Ribicoff had bills on the creation of a separate department. Early on they joined forces on S 991 which has become known as the Ribicoff bill, creating a federal department of education.

The CCSSO worked with some other organizations, such as NEA, School Boards Association, and AASA to secure co-sponsors on the initial legislation. "There are currently 58 Senators who are sponsoring that legislation. That bill should pass," said Adams, "if it gets to the floor."

The Ribicoff bill creates a federal department of education with a cabinet-level secretary and four assistant secretaries who would be responsible for legislation and public affairs, internal government relations, planning and evaluation, and administration and management. The bill transfers many educational functions of other departments such as the head-start and the food and nutrition programs into the new department.

The Carter administration bill is somewhat different. Instead of the assistant secretary and undersecretaries the Ribicoff bill calls for, the administrations's bill includes 14 career-level executives in high-level appointed positions. "This bill would allow the flexibility to organize the new department along more functional lines," Adams said. In testimony on the bill, research and dissemination were mentioned as programs that should be included. Given the important role of the federal government in supporting such functions, research and the ability to disseminate information on different apporaches to learning should be given a high priority. "Probably one of the top-level positions would go to someone with a research, development, and dissemination orientation," said Adams. "Research and development is one of the things the federal government can do well. At the state and local levels funds for this type of activity are extremely difficult to come by."

The good news is that if the bill passes and the administration views prevail, high priority will be placed on dissemination in the new department. The bad news is that there are fewer than 100 legislative days left this year. The bill will have to move quickly in the House, but with the head-start provision included, it is not likely to do so.